

Pendarvis, the Cracker

By Allen Chamberlain

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Joe Pendarvis was a Florida Cracker, born and reared, and himself in turn rearing others of his kind, in one of the most thrifty orange districts of his state. Outwardly and in his manner of living he did not differ materially from any of his kin, but he figures here on account of his child-like submission to the workings of a law which he was unable to understand, and therefore was unable to wilfully sin against.

Now the Cracker is a singular creature, as singular in his character or the lack of it as in his tribal name. If you ask a southerner what a Cracker is, he looks agast at your ignorance, then smiles and begins contentedly to explain, but presently brings up all helpless in a fit of stammering and stuttering, finally announcing in despair: "Why, he's a Cracker!" While no one knows where these "po' whites" acquired their name, it is conjectured that their long-legged gauntness may have suggested the heron known as a "corn crake," and that this may by corruption have evolved itself into Cracker. In some localities in the south this species of humanity bears the name of Sand-hiller, which again may be derived from his similarity to the sand-hill crane. At all events, the Cracker is a curious creature utterly incapable of applying himself to any steady labor, and wholly proof against improvement through contact with others. He is a Cracker first and last, and as long as his race endures. His ideas of right and wrong are traditionally erratic, and when found guilty by other men's standards he regards himself as greatly abused, and in no sense bound to respect any code not apportioned with force.

Pendarvis, or Pen, as he was familiarly known throughout that section, was beginning to till his new-acre of life the other way at the time of which I shall speak. After many years of far too much work (according to Cracker standards), made necessary by the hearty appetites of his ever-increasing family, he was beginning to sigh for some windfall of fortune which should allow him to hire a nigger and buy a mule, when, one day, a northern man came along and began to set out a grove on land adjoining his own patch. Through this stranger Pen came into part of his long-dreamed-of windfall, for while he was not able to hire a nigger or buy a mule, he at least found ample excuse for letting the weeds grow at home, while for dollars he helped the northerner work on the new plantation. Time thus wore on in a happy and southern manner, until the young trees arrived at a stage where they could be safely left to stand alone for a time. Then one day the newcomer went north to bring his family back.

This was bad news for the Cracker. With rueful looks he regarded the rankness of his own kitchen patch, and bethought himself of the daily nagging he would have to undergo from his "old woman" until he should begin work there. Some weeks later, while Pen was engaged in his regular interval of hoe-handle napping, he chanced to think that it was almost time for "that Yankee" to return. From where he stood he could see that the young trees in his neighbor's orchard looked thrifty and handsome, but began to show the need of a little attention. Pen knew exactly what ought to be done for their relief, and calculated how many days could be spent over there, and just how many days of luxurious idleness would follow on the proceeds. Although it was still two hours before sundown and he had plenty of work to do on his little patch, Pen shouldered his hoe and strolled leisurely up to his front porch. There in the cool shade, tilted back in his rickety chair, he thought once more of his coming bliss.

"That Yankee's ternal slow," mused Pen aloud, about a week later. Since that afternoon of contemplation he had passed most of his time in similar speculations as to his approaching wealth. It was but a few days later that Pen heard of a man who was inquiring for healthy trees at two dollars apiece, and after that the Cracker's mind knew no peace until he remarked to his wife next day that he reckoned their neighbor "arn't comin' back no mo'." A pity, they ter leave them bunsum trees ter ter bugs and lice," he continued. Poor Pen had lain awake all night thinking about those trees at two dollars apiece, and his crude calculations of the proceeds of 200 or 300 trees at that price had furnished him with visions of a sum of money sufficiently large to keep his family and himself in luxurious idleness for an incalculable period. A year, at least, in which to bask in the sun and feast on hog fat and hominy! Who could resist so tempting a vision? Pen hadn't the power; and, besides, it seemed to him such a pity that those trees should be wasted.

His wife had never seen Pen so eager to get to work as he was that morning. He could not even wait to fill his after-breakfast pipe before setting out, but shredded his leaf as he trudged almost briskly away. Whatever conscience he may have had he had succeeded in stilling during his night of counsel with himself. What harm could there be in saving those young trees from certain destruction? Were they not abandoned, and to him as much as to anybody else? If he did not gather the harvest, another surely would. What could a man who had never been nearer than 50 miles to the county seat, with its court and jail, know about the finer points of proprietary rights?

It took Pen but a few days to remove the trees, which were quickly purchased and no questions asked. But when the long-dreamed-of prize was almost within his grasp, when his spade was in fact under the roots of the last tree, fate wheeled upon him, and he heard the voice of the northerner behind him, saying, in amazement, rather than anger: "Pendarvis, what are you doing?"

once relinquished in favor of their own, and without a word. Having convinced himself, with one long, open-mouthed stare, that this was a man of flesh and blood, Pen, without deigning so much as a single word of reply, slouched off toward his cabin, leaving his spade behind.

Next morning, when the sheriff drew rein at the door and said, simply: "Pen, they want you to go over to the county seat with me," the crest-fallen man made no attempt at resistance. His case was soon disposed of by the court, and at the suggestion of the sheriff that he had always been a law-abiding citizen, and that his family was large, he was let off with only five years in the penitentiary. Pendarvis needed no manacles, but took his fate as calmly as he did his tobacco or his sleep; and as the penitentiary was almost 200 miles from this county seat, the sheriff, knowing his man, decided to take him home for the night.

The next day, as the sheriff had other and pressing business to attend to, he informed his prisoner that he had better go hunting for a day or two until there should be more leisure for the journey. But instead of two days, it was fully two months ere the sheriff found an opportunity to move his man. During all this time Pen had lived with the sheriff, split his wood, run his errands, and kept his table supplied with fish and game. Indeed, Pen began to think that his luck had not gone so much against him after all, when one morning the sheriff announced that he must be off



Pen Shouldered His Hoe and Strolled Leisurely Up to His Front Porch.

at once to the next county to attend a trial, and that as it was on the road to the penitentiary, he would take Pendarvis along. Several days were passed at the trial, and Pen, unknown in a strange county, attended the sittings of the court as a spectator. When at length the trial closed, the sheriff found that it would be inconvenient for him to escort his prisoner farther toward the prison, so, giving Pen his own commitment papers and ten dollars for expenses, he started him off alone.

In due course of time—for it takes time for a Cracker to walk, and there being no railroad most of the way, Pen was obliged to go afoot—he turned up at the penitentiary. The warden was dumfounded, but took him in and undertook to put him to work. Unfortunately, the officer did not know the Cracker nature as well as had the sheriff. Pen "allowed" that he was a prisoner, but not a nigger, and simply refused to work. Neither threats nor promises had an effect. At last it occurred to the warden that a man who could be trusted to walk 200 miles and surrender himself with his commitment papers at a prison, simply because he was told to do so, must be a trustworthy person, and he thereupon appointed Pen warden's messenger. During his term Pen served his state on many important errands, bearing messages to neighboring county seats, and often making journeys which kept him away for several days at a stretch. But, like a faithful hound, he never failed to return, and when at length his term was up, the warden, forsooth, was forced to kick him out. Why should a Cracker wish to leave this delightfully lazy, irresponsible life for one of toil and hardship?

Who Pays the Taxes?

New York spends \$225, or more, each year for every family of five persons. Where does the money come from? In the first analysis \$9 per cent of it comes from real estate. But real estate produces incomes and taxes by means of rents which tenants must pay. The tenant, if a storekeeper, makes his customers pay his taxes; if a manufacturer and employer, he makes his business pay the additional bill. In the last analysis the tax is assessed upon the entire community, and the man with the least opportunity to collect his tax from some other person—that is, the workman—ultimately pays the major share of the bill.

OPEN THEIR DOORS TO WOMEN.

German Universities Now Admit Students of the Fair Sex.

The universities in Saxony and in the southern half of the empire—Bavaria, Baden and Wurttemberg—have all opened their doors to female students, and granted them all academic rights, matriculation, graduation, etc. Others admit them only as visitors to lectures, but refuse to them all other privileges. The University of Berlin has adopted a compromise, refusing matriculation to women, but allowing them to attend courses of study as visitors, and also, with the approval of their instructors, to present themselves as candidates for the examinations leading to the doctor's degree. During the last winter the 21 German universities enrolled 320 matriculated women, and 2,504 female visitors. There was an increase over the preceding winter of 35 matriculates and of 399 visitors. The matriculates were divided among the eight universities, where they are allowed entrance, as follows: Munich, 125; Heidelberg, 65; Freiburg, 53; Leipzig, 36; Jena, 20; Tübingen, 9; Würzburg, 8, and Erlangen, 4.

NEW PROBLEMS FOR TEACHERS

Applicants For County Certificates Must Answer Them.

EXAMINATION HELD OCT. 3, 1908

Prepared By the State School Commissioner to Test the Mental Qualifications of Those Who Seek Positions as Teachers in the Public Schools.

Following is the list of questions as prepared under direction of the state commissioner of public schools, and submitted at the county examination for teachers Oct. 3 for elementary school certificates:

GRAMMAR.

1. Define grammar. Name the object of its study.
2. Define inflection. What classes of words are inflected?
3. Define mode. State the use of the subjunctive mode.
4. 'Tis distance lends enchantment to the view.
(a) Give case of "distance." Why?
(b) Give subject of "lends."
5. A falcon towering in his pride of place was by a mousing owl hawked at and killed.
(a) Punctuate.
(b) Show the difference in the words "hawk" and "hatched."
6. Now morn her rosy steps in the eastern clime
Advancing sowed the earth with orient pearl.
(a) Punctuate.
(b) Give case of "steps." Why?
(c) Explain meaning of "rosy," "clime," "orient."

7. The following sentence contains an error not uncommon among writers and speakers. Point it out and give reason: "It is well for people, in selecting a man for office, to select one whom they know will render the best service, etc."

8. Write sentences to illustrate the following: where introducing (a) an adverbial clause, (b) an adjective clause.

9. Explain and illustrate the formation of the emphatic, the progressive, and the passive form of the verb.

THEORY AND PRACTICE.

1. What is the final result of true education?
2. What place, if any, has emulation in the work of the school?
3. State an educational principle and explain briefly its application to school work.
4. What are the principal laws of memory?
5. Imagine yourself taking charge of a rural school of forty pupils, ranging from the first to the seventh grade. Tell what you would do the first day.
6. Write a paragraph about one of the following: (a) the characteristics of a successful teacher, (b) The principal objects of the recitation.
7. Distinguish between development questioning and test questioning. Illustrate.
8. What is your idea of "being thorough"? Has daily preparation on the part of the teacher anything to do with thoroughness? Explain.
9. What is the purpose of tests in school work? Explain your method of conducting them.
10. Show the necessity of continued professional study on the part of the teacher.

ARITHMETIC.

1. In the Roman notation, show the effect of (a) repeating a letter, (b) placing a letter before another of greater value, (c) placing a letter after another of greater value, (d) placing a bar over a letter. Write 11,049 in the Roman notation.
2. A street 399 feet long and 35 feet wide is to be paved with square flagstones of equal size and as large as possible. How long and wide must each flagstone be?
3. Define ratio. A ratio is always what kind of number? What is a proportion. State the difference between simple and compound proportion.
4. An investor received a dividend of 4% on certain stock, which he invested in the same stock at \$60. He then owned \$4,200 of stock. Find the dividend.
5. A merchant bought twenty pieces of cloth, each piece containing 25 yards, at \$4% per yard on a credit of nine months; he sold the goods at \$4% per yard on a credit of four months. What was his net cash gain, money being worth 6%?
6. What is the cost of 15 joists, 20 feet long, 9 inches wide and 3 inches thick at \$2.75 per hundred feet?
7. In a certain school district, whose taxable property is assessed at \$50,000 a tax of \$1.50 is to be raised. How much tax must A pay, his property being assessed at \$4,500?
8. A piece of work costs for labor \$233.75, the workmen receiving wages at the rate of \$1.50 for a day of 9 hours. What would the same work cost if wages were \$1.40 a day of 8 hours?

UNITED STATES HISTORY INCLUDING CIVIL GOVERNMENT.

1. With what explorations and discoveries are the following names associated in history: John Cabot, Amerigo Vesputius, Balboa, Frohisher, Champlain?
2. What did England gain in North America by the treaty of peace made in 1763?
3. What influence made the Englishmen in America different from the Englishmen in England?
4. Explain the meaning of "free and independent states" as used by the authors of the Declaration of Independence.
5. Explain each of the following: "Blue laws," "underground railway," "nullification."
6. Mention two political issues that were prominent between 1820 and 1850 and state the attitude of each of the leading political parties toward these issues.
7. Show briefly the importance in the Civil War of the following: The defeat of the Merrimack; The Trent affair; The first battle of Bull Run or Manassas.

8. Give a brief account of the career of Gen. Grant in the Civil War.
9. Explain the following: "contraband of war," "electoral college," "corruption of blood."
10. Distinguish between the terms citizen and resident. Are all citizens entitled to exercise the right of franchise?

WRITING.

Writing will be graded from the manuscript in orthography.

ORTHOGRAPHY.

1. Write words to illustrate the use of the following affixes, and define each word: con, super, age, ish, ly.
2. Illustrate by proper accent and diacritical marks the pronunciation of the following: deficit, mischievous, laugh, clothes, acclimate.
3. With what subjects may spelling be correlated? Explain how you would do this with one subject you have named.
4. Use in sentences the following: rein, reign; leak, leek; wrest, rest; peel, peal; berth, birth.
- 5-10. Spell the following words to be pronounced by the examiner: accessible, achieve, blamable, bereave, ceiling, comparative, concurrence, offered, feasible, exhilarate, guttural, harass, imminent, rarity, seize, satire, victuals, vengeance, traceable, peril, piece, liturgy, yacht, separate, marrow, cartilage, channels, tissue, spleen.

PHYSIOLOGY.

1. Describe the general structure of the bones of the arms; the spinal column.
2. Give the effect of alcohol on the moisture in the tissues of the body; on the oxygen in the body.
3. Describe an experiment illustrating the principle of osmosis.
4. Name two classes of muscular tissue and tell wherein they differ.
5. In what regions and by what secretions or ferments are each of the following nutrients digested: proteids, carbohydrates, fats?
6. How are inspiration and expiration effected?
7. Give the structure and state the function of the red corpuscles.
8. Describe the salivary glands as to structure, function, number and location.
9. Name and give function of three important constituents of blood.
10. What organs are concerned in the production of the voice? How is the pitch of the voice altered?

GEOGRAPHY.

1. Define longitude, equinox, solstice, tropic, trade wind.
2. Name several conditions on which climate depends.
3. Name the different races of mankind and give the home of each.
4. Mention four conditions that may promote the growth and importance of a city. Give, by reference to American cities, a notable illustration of each.
5. What is the cause of rain? Name two regions that receive little or no rain and account for the condition in each case.
6. Name and locate accurately the capitals of the following states: Iowa, Kentucky, Wyoming, Alabama, West Virginia.
7. Name in order the countries bordering on the Pacific Ocean from Mexico to Cape Horn.
8. Locate the following cities by telling in what country, in what part of that country and on what water each is located: Glasgow, Vienna, Melbourne, Calcutta, Panama.
9. Name and locate five important mountain ranges not in North America.
10. Name five rivers in Ohio that empty into Lake Erie; five that empty into the Ohio river.

READING.

Examiners will conduct an oral examination in reading.

LITERATURE.

- (Select any eight.)
1. State three tests of good literature.
 2. Mention the various movements that co-operated to effect the rapid development of literature during the last quarter of the sixteenth century.
 3. Write a ten-line sketch of Shylock.
 4. What is the general character of the writings of Jonathan Swift? What is considered the most remarkable production of this writer?
 5. Who are known as the Lake Poets? Who was the leading spirit among them? What influence had this group on the exaggerated ideals of the public?
 6. Who wrote Ivanhoe, The Tempest, The Vicar of Wakefield, The Deerslayer, The House of Seven Gables?
 7. Quote a stanza of Bryant, one of Poe, one of Lowell.
 8. What lesson was taught to Holmes by the Chambered Nautilus?
 9. Name the author of each of the following: Woodnotes, Old Ironsides, The Birds of Killingworth, To a Waterlily, Snow Bound.
 10. Name from recent literature two collections of nature essays. Give the author of each.

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